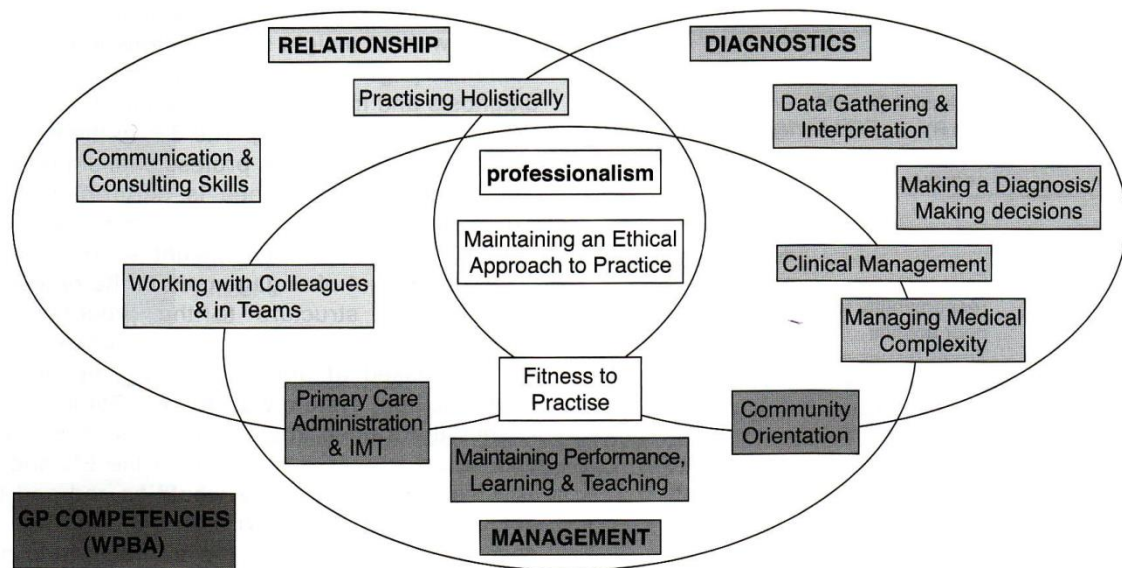


Identification and Management of Trainees in Difficulty

The Milton Keynes system modified for Chesterfield

STEP1. Use Tim Norfolk's RDMp model of four domains. These domains are: R=Relationship, D=Diagnostics, M=Management and p=professionalism.



STEP2. Complete the template (Appendix 1) for each trainee at **3 monthly intervals** and when you have any concerns. You can add the score to an educators note after it has been discussed with the trainee and PD if necessary. The colour grade you allocate to them tells you what action to take. If you are unsure discuss with a PD.

STEP3. Read the negative and positive descriptors for the four domains on the next page. Don't take any notice of the colours on this table they are just to highlight the domains.

Domain	Negative	Positive
R= Relationship (Holistically, consulting skills, communicating, working with colleagues)	Lacks warmth in voice/manner Uses too many closed questions Unable to adapt language Unclear when communicating Gives little support Confrontational (also p) Authoritarian (also p)	Good non-verbal behaviour Uses open questions Adjusts questioning Expresses ideas clearly Encourages contribution Delegates appropriately Non-judgemental (also p)
D= Diagnostics (Data gathering, data interpretation, making diagnosis, making decisions, clinical management, managing complexity)	Can't find a way of resolving the problem (can also be D and M) Makes immediate assumptions Dogmatic Makes assumptions Overlooks important information Narrow perspective	Collaborates Thinks around issues Open to new ideas Shows understanding Identifies key points Sees bigger picture
M= Management (Community orientation, admin, IMT, maintain performance, learning, teaching)	Finds it difficult to seek help when appropriate Fails to learn and apply lessons Disorganised Doesn't keep up-to-date Poor prioritisation (also D) Misses reasonable deadlines Doesn't think ahead (also D) Doesn't cope well with the unexpected Becomes agitated when under pressure	Seeks help when necessary Learns from mistakes Organised Regularly updates job-related skills Prioritises effectively Coordinates activity Thinks ahead Delivers on time Stays calm under pressure
p= Professionalism (Ethics, fitness to practice)	Defensive (also M and R) Overly critical / negative Shows favouritism Fails to take responsibility for poor actions Treats issues as problems rather than challenges Disrespectful to colleagues, staff or patients Finds it difficult to seek help when appropriate	Receptive to feedback Gives constructive feedback and support (also R) Positive when dealing with problems Takes responsibility appropriately Recognises limitations Shows respect Seeks help when necessary

STEP4. Use the table below to allocate a score to the trainee from 1-4 in each RDMp domain based on the above descriptors. This is a judgement. Use the template in Appendix 1.

Score	Comment
1	Serious Concerns
2	Performing below expectations at this stage of training
3	Performing at expected stage of training
4	Performing above expected stage of training

STEP5. Do you think the trainee has insight? Put + for yes or – for no beside the score in the relevant box, in the template.

STEP6. Look at the scores and +/- in the template. Add a colour grade based on the table below into the final column of the template:

Colour Grade	Concern	E-portfolio	ES Review	What to do
GREEN	None	Sufficient number and quality of entries. Progression in PDP and skills log. Satisfactory coverage of curriculum. Satisfactory completion of assessments.	Continue regular review of e-portfolio. Continue 6 monthly reviews. RDMp3 in all areas.	Monitor e-portfolio
AMBER	Some	Consistently poor quality/number of entries. Poor PDP. Poor coverage of curriculum. Inadequate number of mandatory assessments	RDMp2 in any one area One area might have “no” for insight	Discuss with PD. Consider ES and PD meeting with trainee.
RED	Significant	Failure to engage with e-portfolio. Unsatisfactory progress signalled by CS or ES.	RDMp2 in more than one area or 1 in any area, poor insight in multiple domains.	Discuss with PD. ES and PD to meet with trainee. ES to consider coming to PD business meeting. Consider notifying APD.

STEP7. The template should be complete now. Take the action suggested based on the colour grade in the “What to do” column in the table above. The PD may ask you to forward this template so add some notes if that will help.

Appendix 1

Trainee RDMp assessment template

Trainee's name.....

Educational Supervisor's name.....

Date of assessment.....

Trainee's year ST1/ST2/ST3

PD for:

ST1 Tara George tara.george@doctors.org.uk Becky Belfitt

ST2 Ralph Emmerson ralph.emmerson@nhs.net

ST3 Mark Torkington mark.torkington@nhs.net

rebeccabelfitt@hotmail.com

Margaret Attenborough Margaret.Attenborough@chesterfieldroyal.nhs.uk

01246 513110 Ext 3110

	Relationship 1-4 Insight +/-	Diagnostics 1-4 Insight +/-	Management 1-4 Insight +/-	professionalism 1-4 Insight +/-	Colour Grade Green/Amber/Red
SCORE					

If there are any scores of 1 or 2, or any lack of insight, refer back to the table in **STEP6** to colour grade and then contact the relevant PD.

Additional ES Notes: